

Daily Lesson Plan

Instructor(s): 6 th Grade ELA: Can Animals Think? (DOE Task)	Date:
Lesson: Can Animals Think? (DOE Task) The Can Animals Think? task is embedded in a 3-4 week unit that uses the topic of animal cognition as a means to teach students how to analyze and navigate informational texts as well as study the purposeful decisions an author makes to best convey his/her point of view in writing. This unit contains a series of 3 tasks that build in complexity.	Can Animals Think? (DOE Task)
Lesson Preparation: Goals for Today's Lesson	
<p>Essential Question(s): Can Animals Think? How can research uncover new information that will deepen understanding of the world and our place in it? How can new, reliable information change our perspectives about a specific topic? How can authors use writing strategies to relate new ideas or new perspectives to the reader?</p> <p>Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.</p> <p>Background/Overview: This task asks students to read an informational text and write an essay in which they use textual evidence to explain how the author develops his/her point of view on the question, “Can animals think?” Responses must adhere to standard English grammar and usage convention, focusing on standard capitalization.</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> • RI. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. • RI. 6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. • W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	
<p>CCLS for lesson: Standards:</p> <p>RI. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Standards:</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI. 6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information</p>	

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through the selection, organization, and analysis of relevant content.

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Materials/Resources: NON-FICTION/INFORMATIONAL TEXT:

“Can Animals Think?” by: Eugene Linden (August 19, 1999). Article is located at the link below:

<http://www.time.com/time/magazine/article/0,9171,30198-1,00.html>

“The Parrot Who Says He’s Sorry (And Means It, Maybe)”, Jeffrey M. Masson from Dogs Have the Strangest Friends, Jeffrey M. Masson

The link below will lead you to the materials needed.

http://uebedrocks.stier.org/bedrocks/effectivecommunication/Grade%2008/Listens/Task_8_Listens.pdf

- Parrots can be trained to correctly differentiate between items.
- “Alex”, an African gray parrot, was trained by Irene Pepperberg, a trailblazer in the study of animal cognition and behavior.
- Parrots may feel boredom, frustration and/or sadness and act out in response to emotion.
- Nature versus nurture

Instructional Strategies (Differentiation of Teaching and/or activities):

Whole Group-

“The Parrot Who Says He’s Sorry (And Means It, Maybe)” Jeffrey M. Masson from Dogs Have the Strangest Friends, Jeffrey M. Masson.

This resource is taken from the ELA exam-Listening and Writing section...therefore, the teacher may prefer to implement this piece as an introduction or Read Aloud. The selection can be found at the link below:

http://uebedrocks.stier.org/bedrocks/effectivecommunication/Grade%2008/Listens/Task_8_Listens.pdf

“Dogs Likely born with ‘Canine Telepathy”, Jennifer Viegas

- Study shows dogs can sense human shifts in emotion (and sometimes before we do consciously) and “behave in accordance”.
 - Nature versus nurture

Article can be accessed through the link below:

<http://news.discovery.com/animals/dogs-are-likely-born-with-canine-telepathy-110609.html>

“Apes Feel Your Pain”, Sharon Begley (Disclaimer – mature content. Be sure to read carefully prior to sharing with students).

- Apes may have a “common emotional language” to humans.
- Studies show apes notice facial expressions as a reflection of a human’s internal state and human actions are noted as the results of those expressions.
 - Studies show apes can make inferences based on knowledge of facial expressions

Article can be accessed through the link below:

<http://www.thedailybeast.com/newsweek/2009/08/19/apes-feel-your-pain.html>

The teacher may want to compare and contrast the articles:

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“Dogs Likely born with ‘Canine Telepathy’”, Jennifer Viegas

and

“Apes Feel Your Pain”, Sharon Begley

“Scientists Think That Animals Think”, William J. Cromie

<http://www.news.harvard.edu/gazette/2002/03.14/01-thinking.html>

“Minds of Their Own”, Virginia Morell (Disclaimer – mature content. Be sure to read carefully prior to sharing with students).

<http://ngm.nationalgeographic.com/2008/03/animal-minds/virginia-morell-text/1>

“What Do Animals Think?”, Verlyn Klinkenborg (recommended for shared reading/guided reading)

<http://discovermagazine.com/2005/may/what-do-animals-think>

“Do Animals Think?” Clive Wynne

<http://www.psychologytoday.com/articles/199911/do-animals-think>

Multimedia Resource links: (To be used in conjunction with unit)

“Project Koko” or The Gorilla Foundation (includes videos of Koko’s interaction/emotions as well as research about the life of gorillas)

http://www.koko.org/landing/video_blog/index1.html

Planet Earth Episodes/Video Clips – Discovery Channel

<http://dsc.discovery.com/tv/planet-earth/>

PBS Nature Series – Clever Monkeys (includes several episodes revolving around animal cognition)

<http://www.pbs.org/wnet/nature/episodes/clever-monkeys/introduction/3946/>

CNN Interview with Jeff Kluger- Can Animals Think Like Humans?

<http://www.cnn.com/video/data/2.0/video/living/2010/08/05/am.kluger.animals.think.cnn.html>

Students will know: (Content/Concepts)

- Specific ideas, opinions, and themes
- Supporting textual details
- Development of ideas and use of academic language throughout the text
- Author's point of view or purpose
- Evaluation of author's arguments, ideas, and claims within a text
- Essay writing format
- Awareness of audience
- Inclusion of writing strategies from multiple genres into one piece of writing

Students will do: (Skills)

- **Compare and contrast** informational and anecdotal text formats.
- **Identify** the main ideas, opinions, and themes of the assigned reading.
- **Identify** the details from the text that support the author's main ideas, opinions, and themes.
- **Explain** how the author develops the main idea, opinion, or theme throughout the text.
- **Identify** and explain in writing the purpose and impact of an author’s use of

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<ul style="list-style-type: none"> • Conventions of Standard English in capitalization, comma usage, and spelling • Response to claims in informational text with research-based details for support. 	<p>descriptive language in an informational text.</p> <ul style="list-style-type: none"> • Explain orally and in writing an author's use of academic language to establish credibility. • Summarize the author's point of view/purpose from the assigned text. • Evaluate the author's arguments, ideas, claims, and counter-claims within a text. • Justify in writing an author's decision to use anecdotes layered into informational text. • Create an essay in the appropriate format. • Introduce a topic by organizing ideas, concepts, and opinions. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Assess the importance of broader ideas and supporting details presented in informational text. • Produce clear and coherent writing in which the development, organization, and style are appropriate to the specified audience. • Produce clear and coherent writing that combines informational and anecdotal genres into one text. • Apply conventions of Standard English for capitalization, comma usage, and spelling in written text. • Create in writing an effective claim in response to informational text with research-based supports.
<p style="text-align: center;">Mini-Lesson: Building Background/Activating Prior Knowledge (20% of the Lesson)</p>	
<p>Vocabulary:</p>	<p>FuManchu-orangutan, Washoe-Chimp,, chimpanzee, Chantek-orangutan, Koko-gorilla Orky-giant, dolphin/Orca/Killer, Whale, Colo, Omaha Zoo, Columbus Zoo, University of Tennessee Specialist, Psychologist, Head Keeper, Keeper, Scientist, Researcher, Veterinarians, Animal professionals, Animal researchers, Zookeeper, Brute force, Clever tricks, Higher mental process, Signing, Thinking, Outsmart, Beguile, Astonish, Hoodwink, Manipulate, Zoologist, Consultants, American Sign Language Wheeling and dealing, Negotiating, Barter, Bargainer, Figuring</p>
<p>Do Now:</p>	
<p>Mini Lesson: <i>Steps for Building Background</i></p>	<p>Note Taking: Cornell Note-Taking Method Provide students with copy of Eugene Linden's article "Can Animals Think?".</p> <p>Read aloud the first paragraph and have students take notes using the Cornell Note-Taking method.</p> <p>After-reading aloud the first paragraph, ask students what they predict went wrong... How did Fu Manchu and the rest of the orangutans get out of the cage?</p>

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As students read the article “Can Animals Think?” more than once...multiple readings...students will also use supporting graphic organizers...for example:

State a central idea from the article:	Explain how the anecdote you selected best supports the author’s central idea.
State the anecdote from the article that best supports this central idea	

Review/share...

Using the resources listed under instructional strategies...teacher can select appropriate articles and media according to the academic performance level of each student.

Students Practice & Apply New Knowledge (60% of the Lesson)

Group Work and/or Independent Work:

Students must complete all 3 tasks.

Task 1: Eugene Linden, the author of “Can Animals Think?” uses several anecdotes or stories about animals. Using the chart below, select and explain the anecdote that you think best supports a central idea. First, state a central idea from the article in the space provided at the top of the chart. Then, in the left column of the chart, briefly explain your chosen anecdote, and then, in the right column, explain how your chosen anecdote best supports that central idea. Your response should be written for an audience that is familiar with the text and follow the conventions of standard English, focusing on accepted use of capitalization.

Task 2: Write a summary of the article, “Can Animals Think?” Your summary should focus on, explaining the author’s central ideas and should be written in your own words for someone, who has not read this article. Be sure you stay true to what the article says and do not include, your opinion of the article. Also, you should follow the conventions of standard English, focusing on accepted use of capitalization and comma usage.

Task 3: Write an essay in which you explain how Linden develops his point of view on the question, “Can animals think?” Begin by introducing and explaining

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